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Home Colleges

[EDITORIAL]

EACH JANUARY a local editor discusses in his newspaper columns the outstanding events of the year just past, and in so doing gives us a perspective of the year that lies ahead. In one half hour he pictures for us the story of the year that lies behind us. This year he was compelled to draw two pictures; no single picture could contrast December 1944 with December 1945.

In the last month of 1944, Roosevelt, Churchill, Stalin, Hitler, and Mussolini dominated the affairs of nations; the bulge at Bastogne jeopardized the gains of the Allied armies; our men were scattered over the Pacific far from their goal; a twelve ton block buster was the most destructive weapon known to men; Allies worked together for their common survival; and struggles within our own nation were suspended until the war was ended.

Twelve months later three of the leaders of nations were dead, one had been defeated in a national election, and Stalin was resting from the strain of war. Lines of combat had disappeared and active fighting was at an end. A 400-pound bomb had destroyed a city and thousands of people. The Allies were no longer united, and at home management and labor had ended their wartime truce.

These contrasting pictures give some idea of the rapidity with which trends are changed and new problems arise. In college circles these changes now are reflected in full enrollments and in the demand of veterans for admission to colleges that in some cases are already filled beyond their normal capacity. The wartime famine has ended in an unprecedented enrollment for many institutions, and in increased enrollments for all.

Existing colleges may expand their campuses but new institutions also will be required if the needed opportunities for an extended education are to be provided. Colleges situated in isolated spots will continue to attract students who wish to leave home and are able to do so. New colleges will be established, however, in large centers of population where they will be available to students and adults alike. A great many of these will be junior colleges. This trend toward community colleges which has been apparent for a quarter of a century will be accentuated by the growing demand for education.

It is possible that the existing pressure for a college education will be reduced within a year or two when veterans have regained their lost positions in civilian life. But it seems likely that the upward surge which was inter-

rupted by depression and war will continue for an indefinite period. The war has made young men aware of the values of an education. They in turn have spread this awareness to their younger brothers and, in time, they will influence their children to think in terms of an extended education. That which has seemed too remote to be attained will after this generation be taken for granted.

The realization of these desires requires that colleges be brought to the people. Many who are most able to profit from an education cannot leave their homes to gain it. Therefore, the colleges must be brought to them in this century, as were the schools in the past century. The applicability of this fact for the spread of the junior college movement is readily apparent.

The urge for education is not only of significance to the individual. It is of equal significance to the nation and to

the world. A democratic way of life cannot long be maintained by an uninformed people. Neither security nor freedom can be retained by the ignorant and the indifferent.

We know also that men of different nationalities and races can no longer live apart. We likewise know that they have not yet learned to live together. As intolerance and bigotry are associated with ignorance, so are tolerance and magnanimity associated with intelligence and true culture. The great problems of our times, centering around human relations, can be solved only by intelligence and understanding.

These two qualities are the aim of every worthwhile college. There cannot be too much of either. Therefore, the college must be made accessible to all who seek its culture, whether in their teens, their twenties, or their mature years.

EUGENE S. FARLEY



How One College Serves Five Counties

L. O. TODD

EAST CENTRAL JUNIOR COLLEGE, Mississippi, has been experimenting with the idea of coordinating and stimulating existing institutions and action agencies in developing better community activities in its area.

The college is located in a rural area and is supported by five counties. These have a joint population of about 125,000 and an area of 3,000 square miles. The college owes as much in responsibility to the community most remote from its site as to the one in which it is located, and it obviously would require a very large force to render direct service to the various communities of the five-county area. However, in the area of the college are the church groups, the educational and action agencies of the Department of Agriculture, the Farm Bureau, the schools, the county health units, etc. In addition, there are the service clubs and other groups organized to render some kind of community service. These various agencies have considerable resources in the form of personnel through which they can get to the people. These agencies are adequate for the improvement of the community life if they see the relationship between their work and if they are stimulated to full activity. To accomplish these two aims has been one of the projects of East Central Junior College.

When the college entered on this ac-

tivity, it found available in each one of the counties an Agricultural Coordinating Council, made up of agricultural and health workers. These councils were in varying stages of activity. Each one had for its professed object the development by each group of workers of an understanding of the work of the other.

The Agricultural Coordinating Councils, even though they should be active, could have only limited usefulness, because of their limited membership. The junior college proposed, therefore, that they be enlarged to include representatives of business, religion, and education. This was done in each of the five counties of the area, and then a Coordinating Council of these five counties was established, with the president of East Central Junior College as the chairman.

So much for the background of the idea. Now to the part the college has had.

The Newton County Coordinating Council, after the junior college interested itself in it, decided that it would make studies of the basic needs of the county and recommend action. Committees on agriculture, religion, education, health, and business were appointed. On each one of the committees were workers from various groups in the council. Significant studies were made.

For example, the Committee on Agriculture, with the assistance of the Soil Conservation Service, made a study of land use capability. It reported on the total number of acres available in the county in the various

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classes of land—what it was being used for at the time and what it should be used for. It was pointed out that vast areas of class I, II, and III land were not in use at all for row crops, whereas they are the kinds of land that should be utilized for these crops. On the other hand, many thousands of acres of the land least suitable for row crops were being so utilized. The Committee on Agriculture pointed out that the best use for these lands was to put them in timber and pastures. It was decided that this should be one of the major activities of the Coordinating Council.

Conservation of the land in general was seen to be a problem that concerned every group and agency in the county because, in this agricultural county, conservation and the right use of the land is the basis of the economic life of the people, and consequently, the source of income for the support of schools, churches, and health agencies, and for the business activity of the county. Ministers came to see that not only did the churches have an interest in this problem because of the influence on the support of the church program, but involved also was the moral problem of conservation of the land for the present and future generations. Every other group found as compelling reasons for interesting themselves in the problem.

Through the work of the Council, other committees on education, business, religion, and health were stimulated to make long-range plans and recommendations. They found that many of their problems were common ones, and when they discovered this, the various groups could and did pool their resources to bring about the needed changes.

For example, the Business Com-

mittee, headed by a banker, recommended that action be taken to establish a fire control district made up of the county to protect the timber lands. He was stimulated to do this because of the report of the Committee on Agriculture. He was interested, with his committee, in the matter of increasing the income of the people. The schools became interested in promoting community meetings in the various districts. It is estimated that a majority of the adult population, as well as most of the children, attended the meetings, at which time educational work by the State Forestry Service, State Extension Service, and local agricultural workers attempted to make the people conscious of the means of controlling fire and also to get them interested in having a tax levy put on to establish a fire control district. The junior college could not have done all of this work with its own facilities and with its personnel, but because it stimulated interest on the part of other people, it was able to bring in a fine group and to reach a very large number of people. The end result was the establishment of a fire control district in one of the few counties that accepted the provisions of recent acts of the Legislature to this effect.

One of the results of the activities of the Coordinating Council was the realization that a chief problem was the development of trained rural community leadership in an area where too many people have been leaving rather small farms to go into the surrounding towns and cities to live. It is a question of both information and inspiration. It was proposed that community leaders be gotten together, and, as a result, in the summers of 1944 and 1945 there were held at the junior college three-day Community Leadership In-

stitutes, at which time approximately 300 community leaders, both women and men, from the five-county area came in to discuss the goals that had been established by the Coordinating Councils and to set up additional ones for themselves. Discussion groups in the major areas of community life were held: Agriculture, home making, health, education, and religion. We were able to get as discussion leaders for the panels the outstanding leadership of the state. For example, for discussion of the problems of agriculture we had the director of the experiment station, the director of extension, the chief conservationist of the Soil Conservation Service, the state administrator of the AAA, and other people with as responsible positions in the field. The chairman of the State Highway Commission discussed the problem of rural roads, and people of equal rank in other fields came to discuss the problems with the people, because evidently they felt that this was an excellent opportunity for them to get their own work done. An outstanding feature was an inspirational religious service that closed the Institute each year. Clergymen of nationwide reputation came to speak.

It is considered that the Institutes were highly successful. They brought

together the best available information in various fields of community activity, and the inspiration that was gained from the study of these problems and from association was undoubtedly of much value. The majority of the participants were rural men and women to whom the three days were a fine outing. They have expressed the desire that the work be continued from year to year.

In addition to the Leadership Institute, there have been many meetings of individual groups. There was a one-day meeting of rural pastors, devoted to a study of the problems relating to the social and economic needs of the area. Numerous meetings for agricultural groups of the area and state have been stimulated to be held at the college, and also for health and educational groups. In 1944 a county-wide Thanksgiving service was held that brought together all the high school children of Newton County and about 2,500 adults from the surrounding area.

Our experience with this type of activity leads us to believe that we can accomplish a great deal by stimulating the other existing agencies and groups to increased activity and to a realization of the oneness of the purposes that they have in developing all-round community life.

Friday Evening in Bradford, Massachusetts

MARJORIE L. WILLIS

IT IS FRIDAY EVENING in early spring. The lights are ablaze at the entrance of Denworth Hall at Bradford Junior College to welcome the townsfolk of Bradford and Haverhill, Massachusetts, who are flocking with true Yankee enthusiasm to an illustrated lecture on South America.

Bradford is part of Haverhill, a New England industrial city of about 46,000. The nearest popularly termed "cultural center" is Boston, 32 miles away. The response of the Mr. and Mrs. John Does and all the little Does of Haverhill to the college's cultural expansion into the life of the community is a healthy blow at the intellectual snob who jealously believes that the average mental curiosity of the renowned "great American masses," particularly those living outside the metropolitan centers, rises no higher than an interest in what Mrs. Blank wore to church on Sunday.

This article is based on the assumption that what Bradford, a small, private junior college for women, has accomplished in community relations within the last five years might be of interest to other junior colleges which, like it, do not have facilities for a formal adult education program.

In 1940 a newly constructed auditorium, with about 500 more seats than were needed for students and faculty, gave the college an opportunity to invite townspeople to its regular Friday evening lectures and concerts. There is no admission charge. It would look well in print to say here and now that

the local residents immediately flocked to the entertainments in overwhelming numbers. They did not. Community relations have been built up slowly but, we think, solidly. The college is becoming more and more a cultural center in its locality.

With some misguided idea that hoodlums armed with spit balls might perhaps put in an appearance at the lectures, the college at first cautiously announced in the local paper that "friends of the college" were invited to such and such an event. Townspeople were apparently mystified as to whether they were friends or foes as few took the chance of attending the programs. This mistake was soon rectified and "friends of the college" was changed to a wholesome "public." (Note: The only demonstration to date followed a lecture by Col. Carlos P. Romulo, of the Philippine Army, when the audience rose and spontaneously sang our national anthem.)

An allowance for lectures and concerts is incorporated in the annual college budget. Fees range from a minimum of \$50 to a maximum of \$750. The college has found it more satisfactory generally to engage speakers and artists through a lecture bureau, as the bureau assumes responsibility for transportation and hotel reservations, supplies advance information regarding times of arrival and departure, and states what, if any, props will be needed on the platform. The bureau also sends out advance publicity.

Many of the details of each event are handled by a faculty auditorium committee which has charge of lights, programs, and ushers. Students do the

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ushering. One section of the auditorium is reserved for faculty and students; all other seats are for townspeople. The college is equipped to show sound or still motion pictures or colored slides, and one person has charge of maintaining and using this equipment.

Early last fall Jan Smeterlin was booked for a piano recital, and Bradford learned another lesson. The response of the community was so great that there were not nearly enough seats for all who came to hear him. However, since it was a warm evening, the auditorium windows were open and instead of going home the overflow audience sat on the campus lawn and listened to the recital. This particular tale ended happily; others might not.

As a result of that experience, whenever an exceptionally well-known artist or speaker is scheduled, complimentary guest tickets are now issued. This is done by announcing in the local paper that in order to insure every one who comes a seat at such and such an event, admission will be by ticket only. Tickets may be obtained without charge by applying at the college.

One of the greatest boons to a good town-and-gown relationship is the cooperation of the local paper. A schedule of monthly events which are open to the public is published in the newspaper. As each event draws near a special release is sent in, giving time, place, title of lecture or program of recital, and something about the speaker or artist.

Typical of the type of program Bradford is offering are some of the events given this year: Piano recital by Jan Smeterlin; illustrated lecture, "Soviet Russia," by Michael Dorizas; the National Classic Theatre in "Romeo and Juliet"; lecture, "Riddles of Recon-

struction," by Helen Kirkpatrick; lecture, "New Books on the American Horizon," by Edward Weeks; lecture, "India," by Vijaya Lakshmi Pandit; organ recital by Frederick Johnson; lecture, "Situation in the Pacific," by Richard Johnston; illustrated lecture, "South America," by Frederic and Sylvia Christian; debate, "Is Communism a Menace to China?" by Hallett Abend and H. H. Chang; illustrated lecture, "Florakeys," by James B. Pond; and a recital by the Stradivarius Quartet with Polatscheck as soloist.

The students themselves give plays, recitals, and joint glee club concerts with men's colleges, all of which are free to townsfolk. The swimming meet in the spring attracts a large, interested group, and in May the dance fête outdoors by the campus lake brings many spectators.

A sometimes snowy, and almost always cold, wintry evening before Christmas finds the local people wending their way to the college's traditional Christmas choral pageant, the nativity play presented in an old cathedral setting. This has become so popular that people begin writing for guest tickets even before the date has been announced publicly.

Sunday afternoon vespers, at which ministers from other parts of the country are invited to speak, are also open to townspeople.

Bradford tries in many ways to strengthen its community relationships, to make the college a part of the town and the town a part of the college. As in most college communities, faculty members are called upon to speak at many local gatherings such as the Rotary Club, church socials, and women's clubs. One annual event of this sort is the book fair at the local

high school, in which each year four or five of the college staff are included among the speakers.

The feeling of local pride which brings a community together during the Community Chest and Red Cross drives is also shared by the college, although Bradford students come from all over the United States. They contribute whole-heartedly to these drives, and the amounts collected are praised publicly by a locality proud of the junior college in its midst.

During the war a classroom was turned over to the local Red Cross for making surgical dressings, the faculty and students contributing their quota of this work. War brought also the bond drives which have been put over enthusiastically at the college. Some of the students, too, did nurses' aide work at the local hospital.

Every year Christian Union, an all-college association, collects money for charities, \$500 of which is distributed locally. The same association gives a Christmas party for underprivileged community children. Student foster-mothers devote an afternoon to the small fry, and it is a pretty safe bet that the mothers-for-an-afternoon are ready for bed about the time the children are turning in. Entertainment, games, refreshments, and many presents distributed by Santa Claus from a huge Christmas tree are part of the program.

Denworth Hall, however, is the meeting place of community and college. Here the relationships are most firmly cemented. For the third con-

secutive year the college, in cooperation with the local Parent-Teacher Association, has opened Denworth Hall to two events for community children. Professional puppet shows, bird and animal movies in natural colors, children's ballets and plays, are the type of entertainment given. The admission charge is 25 cents, which goes toward the performer's fee and the printing of tickets and programs. Students assist with the ushering, stage settings, and supervision of the children. On these occasions the auditorium fairly bulges with its wide-eyed and, oh, so excited young audience.

The latest venture of the college into the field of community relationships has been the inauguration this year of the Bradford Junior College Artist Recital Course, a series of three recitals by Anne Brown, Percy Grainger, and Donald Dickson. To cover artist fees a charge of \$5.00, including tax, is made for the course; individual tickets are \$2.40. All seats are reserved, and season ticket holders have the privilege of obtaining the same seats for the course next year. The college gambled on the interest of the townspeople and won a heart-warming response. Therefore, similar courses will be presented annually.

It is Friday evening in early spring. The doors of Denworth Hall are open and the local Mr. and Mrs. John Does are coming along Main Street toward the college. Apparently the "backbone of American civilization" still likes to be kept informed.

Serving Miners, Ranchers, and Townspeople

MORRIS F. TAYLOR

IN THE PROGRAM of community service activities conducted by Trinidad State Junior College at Trinidad, Colorado, variety is at once apparent. Southern Colorado is an area of merging cultures, typical of the Southwest, and has as its present economic foundations agriculture and ranching on the one hand, and coal mining on the other. And, of course, the usual ordinary community activities are of concern, as well as a current attempt to develop a program of industrialization of this region.

The problems of cultural inter-relationships have received the serious attention of the college. Last year, by arrangement with the Department of State, Dr. Enrique Noble of Havana, Cuba, joined the staff with the objective of establishing the basis for inter-cultural understanding. Dr. Noble's sphere of activities was not limited to the campus but rather included large areas of southern Colorado and northern New Mexico. In addition, a survey in the form of a "Reading Clinic" was undertaken by experts in an effort to seek solutions to the bilingual difficulties which abound here, and which pose especially difficult problems in education.

The economic life of the community has received the attention of the college in numerous ways other than the usual run of classroom work. Projects have

been taken into several outlying communities. Assistance to those engaged in coal mining has been rendered in such special courses as First Aid and Safety and Mine Rescue.

Of considerable community value has been instruction in Police Technique, Industrial Safety and First Aid, Safety and First Aid for Bus Drivers, Industrial Electronics (for employed electricians), and Shop Mathematics.

Trinidad State Junior College has also offered courses in Distributive Education which have been of material assistance to employers of this area. How to Train an Employee, Store Mathematics, and the Fundamentals of Retail Salesmanship are but a sampling of the scope of work in this field. In close conjunction with this work is the assistance given to local merchants and businessmen in problems of accounting systems and general office and business procedure.

In the field of home making, concentration has been on the problems of the home as affected by wartime economy and the immediate postwar world. This emphasis is reflected especially in the fields of clothing and cookery. In reaching nearby communities the home making department has given special training to local residents, who in turn have brought instruction to their immediate area. Of seasonal interest is the "Christmas in the Home" unit, which revolves around the wrapping of gifts, home decorations for the Yuletide season, and the preparation of appropriate foods.

Agricultural education, which is taken directly to rural areas, has been

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devoted to problems in dairying and the stimulation of general agriculture in this region.

The youth of the community, and problems of health directly related thereto, are given direct attention by sponsorship of the "Young America" football and basketball programs. A city basketball league is directed by the college, and in the spring it conducts a "baseball school" for youths under 17.

Cultural activities of our area receive considerable stimulation from the activities of the junior college. A class in oil painting under the direction of the well known artist, Arthur Roy Mitchell, is most popular, and the members of a local writer's club are receiving professional guidance in their endeavors. This winter, the college has sponsored a series of book reviews and readings, and a series in music appreciation, which was taken into the general area of southern Colorado served directly by the college. Also included in our plans is the sponsorship of public

meetings, with speakers of prominence, in cooperation with the University of Colorado and the Carnegie Endowment for International Peace.

The problem of professional standards in teaching is being dealt with as effectively as possible by the presentation of a course in education which will be of immediate and practical value for teachers serving under war emergency certificates. This course is being offered locally at the college and also is being taken out to more remote communities and rural areas.

Trinidad State Junior College, with the city of Trinidad as the hub, serves a relatively large area, largely within the confines of Las Animas County, the largest county in Colorado and one of the largest in the nation. Within its bounds are found differences in terrain ranging from the vastness of the plains to the fastness of the mountains. The college is constantly challenged by the diversity of social and economic problems encountered in such a region.

Going Beyond the Classroom in Savannah

JEANNE PATTERSON OLSON

A CITY-SUPPORTED institution, Armstrong Junior College, Georgia, has from the beginning maintained the attitude that its responsibility to the city and community does not end with the classroom instruction of Savannah's younger generation. Now in its eleventh year, the college has consistently endeavored to augment its program with activities of benefit to the townspeople.

Forum. An extremely popular feature of the college program is the Forum. Organized in 1939, the Forum brings to Savannah a number of lecturers recognized as individuals of outstanding accomplishment in national and international affairs. The Director is a member of the faculty, and he is assisted with arrangements and selection of subjects and speakers by an advisory committee composed of citizens of the community and capable students.

Participants in the lecture series have included such personalities as John Roy Carlson, author of *Under Cover*, who discussed "The Enemy Within"; Emil Ludwig, "How to Treat the Germans After Defeat"; Beardsley Ruml, "A Fiscal Policy for Peacetime Prosperity"; and Dr. C. J. Hambro, President of the League of Nations Assembly, "New Aspects of the Peace." This year's series was opened December 3 by Toni Sender, former German

Reichstag member. Also scheduled are Bishop G. Bromley Oxnam, "Religion and World Peace"; Dr. Henry Pratt Fairchild, "The Future of Democracy"; Stuart Chase, "Where Do We Go from Here?" and several others. Eight lectures are offered each year, and season tickets are available to the public at a cost averaging fifty cents per lecture. Community response has been good and it is felt that the Forum makes a valuable contribution to public knowledge.

Veterans guidance. The most recent development in community service is in the field of counseling and guidance of veterans. December 1 marked the opening of a Veterans Administration Guidance Center at the college. This agency is serving veterans from Savannah and surrounding areas under Public Law 16 and Public Law 346. To a limited extent, the services of the Center's clinical psychologist and psychometrist are available to local social service agencies.

In addition, the president of the college is the educational counselor for veterans under the city-county Veterans Information Service.

Savannah Playhouse. One of the most successful activities directed by the college has been the Savannah Playhouse, discontinued for the duration but scheduled to re-open when materials and personnel are available. The first college-community theater in the nation, the Playhouse is directed by a Senior Board whose members are chosen from both the community and the college on the basis of exceptional work done in the theater. A Junior Board proffers suggestions and advice

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but has no voting power. Participants in the theater gain actual experience in acting, make-up, lighting, set construction, and all the techniques of play production.

The Playhouse has won wide acclaim for its finished performances of such varied productions as "Everyman," "You Can't Take It With You," "Night Must Fall," "Our Town," "Outward Bound," "Girl of the Golden West," and many others. Community support has been splendid and the "Standing Room Only" signs became almost permanent fixtures.

The Playhouse also operated an Information Service from which, at no expense, high school dramatic teachers and others interested could secure information on production problems or help in the selection of a play to fit their peculiar needs.

Evening classes. To adults desiring to advance their education and information, the college offers evening classes, including courses for college credit and hobby courses. Some of these are taught by regular faculty members, others by persons in the community who are particularly competent in special fields.

Red Cross service. College students have lent their efforts to wartime services, Red Cross activity being most popular. Motor corps drivers, canteen workers, nurses' aides, and dietitians' aides have come from the student body. The home economics teacher has taught Red Cross nutrition courses.

At least twice a month a large group of women students, chaperoned by a faculty member, visit the Red Cross Hospital Recreation Center at a nearby air base, where they participate in parties, dancing, and games for the convalescent soldier-patients. At Christ-

mas time a group visited the orthopedic wards for carol-singing.

Home economics activities. The home economics department has offered various services to the community. Last year students assumed the entire responsibility for redecorating the waiting room of the Family Welfare Society and, to the delight of the Society, converted a room that was cheerless and drab into one that is warm, friendly, and inviting. Other redecoration projects have been completed at the Children's Home.

The department has undertaken the catering for receptions, teas, and other affairs for various local organizations, such as the American Association of University Women. Each year a party is given for children from the Children's Home.

For several years a "Personality Clinic" was sponsored by the department and the student home economics organization. For a period of two or three days, authorities on costume selection, cosmetics, coiffures, posture and exercise, speech, etc., were available for advice and consultation both to students and to interested outsiders.

A registry of girls qualified to serve as models is maintained by the home economics instructor, and Armstrong students have appeared in fashion shows produced by Savannah firms and presented on such occasions as the Rotary Club's Ladies Night.

Each week two students visit an agency which cares for underprivileged children and take charge of a "Story Hour," telling stories, organizing impromptu dramatics, and directing other similar activities.

Chemical research. A modest program of chemical research is underway, in which one or more staff mem-

bers and certain students who hold tuition scholarships donated by local business and industrial concerns will work with a nearby paper laboratory on a problem involving the recovery of valuable products in the waste water resulting from the manufacture of paper.

Facilities. Armstrong makes its facilities available to Savannah organizations of all types, who may use the auditorium and other space day or night at a minimum charge to cover utilities and janitor service.

Faculty activity. All members of the Armstrong staff are connected with at

least one other organization in the community. These include civic clubs, boards of directors, boards of managers, planning committees and boards, Chamber of Commerce committees, etc. The Director of the Forum has been selected as spokesman in the Savannah area for the Office of the Coordinator of Inter-American Affairs.

The faculty of the college are constantly seeking ways in which the community-college relationship may be strengthened and in which it may more nearly fulfill its responsibilities and function as a city college.



Cooperation Pays Dividends

R. D. CHADWICK

EACH JUNIOR COLLEGE has its traditional *raison d'être*, its rôle to play, and its clientele to serve. At present the veterans are entering our portals. They literally poured in here at Duluth at the opening of our winter quarter on December 3: 31 were here in the fall quarter, and on the latter date 110 new veteran students were enrolled; no day passes without others coming for interviews or counseling. We like these veteran students, they appreciate the opportunities offered to them—but that is another story, and what follows may give a background for their interest in this junior college and its program of terminal and pre-university education.

"These institutions," as shown by President Lawrence L. Bethel, have some avowed differences that are mythical and some that are real, although the real differences may in some cases be inconsequential. The individual junior college will and should have an individuality due to both 'nature and nurture.' The conventional statement of objectives, curricula, and general information, as given in the annual bulletin or catalog, may not reveal some of the significant traits that make a junior college an institutional personality. Some college journals are better recorders of the climate of

opinion and the 'atmosphere' that prevail in an institution. A writer's description of an institution is conditioned by his opportunities for observation and participation, and his motivation, not excluding the state of his digestion. Parenthetically it might be said that in the junior college, as in a motor, the condition of the spark plugs determines the amount and type of power generated.

It can be said with a considerable degree of assurance that the cooperation of all concerned has been a determining factor in establishing, developing, and preserving Duluth Junior College. The formal resolution of the Board of Education of the city of Duluth on May 3, 1927, to establish the college was the result of the cooperative efforts of many citizens extending over a period of five years. The college opened in September 1927 following an intensive summer campaign to secure a required minimum of 100 students at the comparatively high annual tuition of \$250—during which 125 students were enrolled. This summer campaign was an example of cooperation of many citizens with the administration.

With these examples of the efficiency of cooperation before them, the members of the faculty, as organized in the fall of 1927, became believers in the wisdom of cooperation with the community. Another word for cooperation is teamwork: it involves respect for the personality and point of view of another; it finds expression in the formulation of policies, and in the execution of plans—in doing the job. Our faculty can now study the Report of the

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Harvard Committee, and agree when it says, "wise men have made endless mistakes in the past," and "a belief which does not meet the challenge of criticism and dissent soon becomes inert, habitual, dead."

It seems in retrospect that the junior college idea in Duluth has had to meet "the challenge of criticism and dissent" with almost perennial regularity during the years of its existence, with the accent on the war years and their resultant below average enrollments, and above average per capita costs. Again it was the cooperation of citizens and parents, students, and faculty that proved to be the lodestar. Likewise, the cooperation of the junior colleges of Minnesota has demonstrated the virility of the statewide program of junior college education. The junior college idea is very much alive in both Duluth and Minnesota.

In 1928 it was found that to have the college continue its course so recently inaugurated, and to accelerate its development and support, there was need for a continuing cooperation of the college with parents and citizens. This led to the organization of the Dads' Club, with an efficient and loyal executive committee that would meet on very short notice to counsel with the faculty on matters of import for junior college education in Duluth. A club for male parents has proved to be a good idea. It had precedent in the University of Minnesota's Dads' Club. Our students responded to the idea of getting their dads to attend the meetings several times each year, and to attend the College Day activities staged annually in the college on an afternoon and evening in February. Many things have been accomplished by the Dads' Club.

Among them was success in getting the Board of Education to make several reductions in the tuition, until it is now \$75 a year. During the past two years the Club has maintained staunchly the position that Duluth Junior College is not to be a war casualty.

College Day is three in one: Dads' Day, Mothers' Day, and Homecoming. Committees of students and faculty members arrange for activities, exhibits, and events. The College Players usually stage their annual play at 8 o'clock in the evening. The Dads' Club holds its annual dinner at 6 o'clock, with after-dinner talks by students, alumni, and a "principal" speaker, with the president of the Club acting as the toastmaster. Hundreds of guests come to the college on College Day. Some come in the afternoon only, some for the dinner only, some for the play only, and many come for all events—topped off with a grand ball (informal) in the gymnasium. The local newspapers cover the event in detail. We believe that it is our best example of coordinated and cooperative activity during the college year—and during the war years it heartened all of us—students, parents, faculty. It brings to the attention of many citizens, and particularly students and the parents of prospective students, that Duluth Junior College is a going concern with a program with many adherents, a spirit of cooperation and camaraderie, and an undisputed record of educational service.

Duluth Junior College subscribes to a policy and program of cooperation. We believe that it is a policy of free enterprise that pays dividends in service and in the development of greater opportunities for service.

General Education in Public Junior Colleges

JAMES W. REYNOLDS

THE PUBLICATION during the summer of 1945 of the report of the Harvard Committee on the Objectives of a General Education in a Free Society¹ marks a significant development in the study of this phase of curriculum organization. As judged by the many reviews of this report in professional and non-professional periodicals, the reception accorded it varies all the way from warm praise to severe criticism.

Junior college leaders who subscribe to the theory that one of the major functions of this level of schooling is that of rounding out general education, a theory advocated by such forerunners of the junior college movement as Tappan² and Folwell³ and a theory seen to exist in the stated purposes of junior colleges by such studies as those of Koos in 1921,⁴ Campbell in 1930,⁵ and Hilton and Carpenter in 1943,⁶ may be inclined to subscribe to the sentiments of Arthur B. Moehlman. Writing in *Nations Schools* concerning the Harvard report, Moehlman says:⁷

There are shortcomings in the report. Too much emphasis is placed upon the conventional 8-4-4 graduate school scheme instead of the emerging six or eight year elementary school, the eight year secondary school through grade 14 at community level and the subsequent need for drastic reorganization of the conventional liberal arts college. There is also too little understanding of the American public school as a partnership among parents, state, and community.

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In line with the implications inherent in Moehlman's statement, the writer had occasion during the autumn of 1944 to study the policy of public junior colleges toward general education. A grant from the General Education Board made possible visiting 40 such institutions, all but two of which were publicly controlled. In 32 of the public junior colleges, an intensive study of the school's policy was made through (1) examining the records of graduates, (2) conferences with administrative and faculty members, and (3) reading published and unpublished statements made by those empowered to speak authoritatively concerning this matter. The major portion of the study dealt with the records of graduates. Conclusions suggested by these records were modified by the second and third techniques listed above.

The principal element sought in the records of junior college graduates

¹ *General Education in a Free Society*, Harvard Committee on the Objectives of a General Education in a Free Society (Harvard University Press, 1945).

² Henry P. Tappan, *University Education* (George B. Putnam, New York, 1851), pp. 12-13.

³ William Watts Folwell, *University Addresses* (H. W. Wilson Company, Minneapolis, 1909), p. 27.

⁴ Leonard V. Koos, "Current Conceptions of the Special Purposes of the Junior College," *School Review* (September 1921), 29:522.

⁵ Doak S. Campbell, *A Critical Study of the Stated Purposes of the Junior College* (George Peabody College for Teachers, Nashville, 1930), p. 82.

⁶ Wallace A. Hilton and W. W. Carpenter, "Stated Purposes of Junior Colleges," *Journal of Higher Education* (February 1943), 14:101-02.

⁷ Arthur B. Moehlman, "Education in a Free Society," *Nations Schools* (October 1945), 36:19.

was a pattern of course objectives which would characterize the work done by these individuals. This involved identifying the courses recurring most frequently in the permanent records of those who were graduated, discovering the stated objectives of these courses, and checking with junior college faculty members on the authenticity of the statement of course objectives.

The writer recognizes from experience and observation that frequently there is a discrepancy between stated course objectives and actual outcomes of the learning experiences included in the course and measured by changes in the behavior of the student—in other words, course content. The thesis, however, seems sound which assigns stated course objectives an integral relationship to institutional policy, especially when the pattern of objectives is identified on the basis of the records of the institution's graduates. It seems inconceivable that a junior college would depart far from its actual policies (though these may be at variance with the stated policies) in approving for graduation a student whose record is inclusive of course objectives not in harmony with the fundamental values to which the college adheres.

The pattern of course objectives was analyzed to determine that portion of it definable as general education. This analysis involved the procuring of definitions not only for general education, but for preparatory and vocational education as well. On the basis of these three definitions a classification was made of all the course objectives which constituted the pattern. As a precaution against error a careful check of the reliability of the definitions was employed.

The next step in the intensive study

of college course objectives involved an attempt to discover their comprehensiveness as measured by an acceptable program of general education. A careful investigation of extant statements of programs of general education led to the selection for criterional purposes of the Objectives of General Education for Members of the Armed Forces.⁸ This list best fitted the need growing out of this phase of the study.

The comprehensiveness of the pattern of course objectives identified in the records of junior college graduates was compared with the comprehensiveness of the pattern described in the criterional list. Since the Objectives of General Education for Members of the Armed Forces is made up of 193 stated objectives, classified under ten major divisions of general education, and each division subdivided into knowledge and understanding, skills and abilities, and attitudes and appreciations, a more detailed analysis was possible.

Finally, before reporting the results of the analysis, one additional aspect of the study must be described. Previous to the investigation reported here the writer had made an informal examination of the effect of graduating in certain special curriculums on the individual's pattern of general education. Sufficient effect was discovered to lead to the hypothesis that the curriculum in which the junior college student was graduated would be a significant determinant of the amount of general education the student would receive. Acting on this hypothesis, course records were examined with particular reference to the following curriculums:

⁸ *A Design for General Education*, pp. 31-50. American Council on Education Studies, Reports of Committees and Conferences, Series I, No. 18, Washington: American Council on Education, 1944.

Arts and science, general cultural, general business, secretarial science, and technology.

The report of the results of this study of the objectives of courses taken by the students at the junior college level provides answers for two questions. These are:

1. How comprehensive is the program of general education taken by junior college students?
2. In what areas of general education do the greatest inadequacies exist?

A summary of the results concerning the first question is given in the following figures on the over-all adequacy of the general education content of five curriculums:

<i>Curriculum</i>	<i>Total possible score</i>	<i>Total score</i>	<i>Per cent</i>
Arts and science	5,983	600	10.5
General cultural	3,088	258	8.0
General business	3,281	270	8.0
Secretarial science . .	5,211	418	8.0
Technology	1,544	66	4.5
All five curriculums	19,107	1,612	8.5

The statistical entries above were obtained in the following manner. As has been mentioned above, the criterional list contains 193 statements of course objectives. The ten major divisions of general education observed by this list are not uniform in the number of objectives occurring under each. For example, there are 21 objectives under the first division, health; 23 under the second, communications; etc. Moreover, the number of schools upon which the study of each of the curriculums is based varies. Thirty-one schools are included in the study of arts and science, 27 under secretarial science, 17 under general business, 16 under general cultural, and 8 under technology. These numbers were determined on the basis of the number of schools among the 32 studied inten-

sively which had usable records of graduates in the respective curriculums.

Taking the technology curriculum for example, the assumption was made that a completely comprehensive program of general education would exist if each of the eight junior colleges represented insisted that the majority of their graduates take courses whose stated objectives include those which correspond with each of the 193 objectives in the criterional list. On this basis the total possible score for the over-all adequacy of the general education program in the technology curriculum becomes 193 multiplied by eight, or 1,544.

To compute the actual score, the course objectives of the most frequently recurring courses of each of the eight colleges offering a technology curriculum were compared with the 193 objectives in the criterional list and examples of coincidence were noted and counted. For example, one college might have course objectives coinciding with 85 of the 193, while another would have only 23. The total score of these two schools would thus be 108. In a like manner the total score for all the colleges offering the curriculum would be discovered.

The entries in the column headed "Per cent" were determined by computing the ratio of the "Total score" to the "Total possible score." The entries in this column serve as indices for describing the comprehensiveness of the general education program.

The situation depicted by these figures is certainly not complimentary to the policy of junior colleges toward a comprehensive program of general education. No doubt it will be pointed out that such a technique obscures the probability that some of the schools included ranked much higher than the

percentage scores indicate. This observation is obviously true. Nevertheless, the fact that the scores are low indicates that the number of exceptional cases of this type is small.

The second question studied concerns the specific divisions of general education in the criterional list in which the junior college programs were most inadequate. A statistical treatment similar to that used in computing the data in the foregoing figures was used in obtaining the entries in the following table.

TABLE 1. ADEQUACY OF THE FIVE CURRICULUMS IN THE TEN MAJOR DIVISIONS OF GENERAL EDUCATION

Curriculums	Total possible score	Total score	Per cent
1. Adequacy in Health:			
Arts and science ...	651	104	16.0
General cultural ...	336	52	15.5
General business ...	357	84	23.5
Secretarial science ..	567	88	15.5
Technology	168	19	11.5
All five curriculums	2,079	347	16.5
2. Adequacy in Communication:			
Arts and science ...	713	174	24.5
General cultural ...	368	71	19.5
General business ...	391	57	14.5
Secretarial science ..	621	129	21.0
Technology	184	11	6.0
All five curriculums	2,227	142	19.5
3. Adequacy in Personal-Social Adjustment:			
Arts and science ...	620	112	18.0
General cultural ...	320	43	13.5
General business ...	340	18	5.5
Secretarial science ..	540	57	10.5
Technology	160	10	6.5
All five curriculums	1,980	240	12.0
4. Adequacy in Family-Marital Adjustment:			
Arts and science ...	744	1	...
General cultural ...	384	4	1.0
General business ...	408	15	3.5
Secretarial science ..	648	17	2.5
Technology	192
All five curriculums	2,376	37	1.5
5. Adequacy in Citizenship:			
Arts and science ...	372	68	18.5
General cultural ...	192	30	15.5
General business ...	204	33	16.0
Secretarial science ..	324	40	12.5
Technology	96	16	16.5
All five curriculums	1,188	187	15.5

6. Adequacy in Understanding the Environment:

Arts and science ...	496	40	8.0
General cultural ...	256	11	4.5
General business ...	272	13	5.0
Secretarial science ..	432	7	1.5
Technology	128	3	2.5
All five curriculums	1,584	74	4.5

7. Adequacy in Appreciation of Literature:

Arts and science ...	341	47	14.0
General cultural ...	176	13	7.5
General business ...	187	14	7.5
Secretarial science ..	297	25	8.5
Technology	88	1	1.0
All five curriculums	1,089	100	9.0

8. Adequacy in Fine Arts Appreciation:

Arts and science ...	434	8	2.0
General cultural ...	224	8	3.5
General business ...	238	6	2.5
Secretarial science ..	378	11	3.0
Technology	112
All five curriculums	1,386	33	2.5

9. Adequacy in Personal Philosophy:

Arts and science ...	651	33	5.0
General cultural ...	336	19	5.5
General business ...	357	11	3.0
Secretarial science ..	567	31	5.5
Technology	168	2	1.0
All five curriculums	2,079	96	4.5

10. Adequacy in Vocational Choice:

Arts and science ...	961	13	1.5
General cultural ...	496	7	1.5
General business ...	527	19	3.5
Secretarial science ..	837	13	1.5
Technology	248	4	1.5
All five curriculums	3,069	56	2.0

A superficial examination of this table reveals that the areas of family-marital adjustment, understanding the environment, fine arts appreciation, personal philosophy, and vocational choice rank lowest; while the division ranking highest, communication, shows a score for the five curriculums of less than 20 per cent of the total possible score. Scores for individual curriculums vary even more widely. Generally the highest scores are made in the arts and science curriculum and the lowest in the technology curriculum.

The identification of deficiencies in the general education program of junior college graduates through an analysis of the courses which these graduates took while in junior college does not

invalidate the possibility that some or all of these identified deficiencies might be in areas of general education which received adequate attention in courses taken by the same graduates at the high school level. Data concerning the titles of high school courses taken therefore were obtained.

Unfortunately, resources in time and money were not available to afford the opportunity for learning the specific objectives set up for the high school courses. This situation, in the light of the question raised in the preceding paragraph, necessitated devising a technique which would make possible the circumvention of the problem created by the inability to secure a valid statement of the objectives of the high school courses. As is frequently the case when a technique has to be devised to replace another, the probability that the substitute technique will be as acceptable as the technique for which it is a substitute leaves serious questions to be answered. Such questions arise in connection with the procedure followed in considering the general education content of high school courses which have been identified by title only.

The technique used is based on the assumption that courses at each level bearing identical or similar titles will possess the same objectives. On this basis, since the titles of high school courses recurring most frequently in the junior college graduates' programs are known, although the objectives of these courses are unknown, and since both titles and objectives of the most frequently recurring junior college courses are known, acting on the assumption stated in this paragraph the known objectives of junior college courses are ascribed to the high school courses possessing identical or similar

titles. By this technique it is possible within the imposed limitations previously described to analyze the high school courses with a view to discovering their general education content. This analysis reveals the following:

1. Terminal students (those enrolled in general cultural, general business, secretarial science, and technology curriculums) spent proportionately more time in both high school and college in vocational-education courses.

2. The deficiencies in general education incurred by students enrolled in terminal curriculums were not as a whole offset by high school courses taken by these students, since their high school courses were also weighted with more vocational education courses than the transfer (arts and science) group.

3. The appearance of art as a course frequently recurring in the high school program suggests some compensation for a fine arts curriculum experience in college consisting predominantly of music courses.

4. Some compensation for the deficient contribution made by college courses to understanding the environment is provided by the existence of general science courses in the high school programs of many of the students.

5. There is no evidence to indicate that the high school program served to make up the inadequacies in coverage of family-marital adjustment, personal philosophy, and wise vocational choice in the college programs.

On the basis of the reported findings growing out of this study, the following conclusions appear to be warranted:

1. Junior colleges are falling far short in the matter of providing an adequate general education program.

2. Specific divisions of general education (as classified by the Objectives of General Education for Members of the Armed Forces) in which the greatest inadequacies are observed are: Family and marital adjustment, understanding the environment, fine arts appreciation, personal philosophy, and vocational choice.

3. A superficial examination of the high school courses of the junior college students involved in the study reveals little if any compensation provided for the deficiencies observed in the college program.

4. Junior college leadership, if it is serious about carrying out the purpose of rounding out the general education program of individuals, needs to give attention to a curriculum reorganization which will make effective this avowed aim of the institutions.

Curriculum Integration in Iowa Junior Colleges

ROBERT WHITE, JR.

THE MATERIAL in this article is summarized from a portion of a study made in 1944-45 to determine the feasibility of a 6-4-4 reorganization among ten Iowa school systems maintaining public junior colleges. The purposes of the study were to ascertain the present degree of integration between junior college and high school, the prospects of further integration, and the feasibility of a 6-4-4 reorganization on the basis of the evidence found. The ten systems studied were Albia, Boone, Burlington, Centerville, Creston, Fort Dodge, Marshalltown, Mason City, Muscatine and Washington. On the basis of criteria developed in six areas of organization, namely, administration, housing, faculty, curriculum, extracurriculum, and guidance, it was found possible to classify these junior colleges into three groups according to the degree of integration between junior college and high school. These groups were named as the high-association, moderate-association, and independent groups.

Where the data were affected by the abnormal wartime conditions, evidence was secured for the year 1940-41. The sources of evidence for the present article were the catalogs of the junior colleges; the daily programs for both

the high school and junior college, with class enrollments entered; interviews with the administrative officials; and the transcripts of all graduates in the class of June 1942 in the ten junior colleges.

This article will present first a consideration of the salient features of the curriculum as comprehended to include grades 11 through 14. This will be followed by a discussion of the integration or articulation of the junior college and high school curriculums found in the ten systems studied. Then there will be a presentation of the steps which could be taken within this group to achieve further integration. The article will conclude with an analysis of the feasibility of a 6-4-4 reorganization as affected by the curriculum.

The Integrated Curriculum

Before making a presentation of the steps necessary for these ten junior colleges to take in achieving curriculum integration, it is essential to show something of the nature of the integrated junior college curriculum. This study has assumed the desirability of the increased popularization of the junior college. Consequently, it is in order to take a brief look at the curricular aims of the popularized junior college.

A significant statement on these, doubly pertinent because of the curriculum characteristics later described for this particular group of junior colleges, can be taken from Koos:¹

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¹ L. V. Koos, "Significant Trends in the Curriculum at the Junior-College Level," *General Education: Its Nature, Scope and Essential Elements*, William S. Gray, Editor (University of Chicago Press, 1934), pp. 105-06.

Considerable progress has been made toward the clarification of purposes appropriate to the curriculum of the first two years. . . . This clarification is bringing increased emphasis on exploration and orientation, broad general education and the intimate articulation of high school and junior college years; it is stimulating the emergence of purposes like the rounding out of general education during these years, the horizontal unification of education, and provision for students not going on to levels beyond the junior college years; and it is recommending for subordinate rôles the traditional purposes of preparation for advanced work, the beginning of specialization, and selection for higher levels with which the first two groups of purposes just named are in at least partial conflict. . . .

In a recent monograph of the California Society of Secondary Education, Ricciardi and Harbeson make a statement aptly summarizing present thinking on the primary aims of the junior college:²

The primary aims of the junior college are three in number: (1) To train the student adequately to adjust to the needs of an ever-changing environment through a program of general education; (2) to provide the academic prerequisites for specialization or professional study for such students as are preparing to transfer to the university; (3) to provide a program of terminal or non-university education which will provide for effective functioning in the world of business and industry on the part of such students as do not contemplate a transfer to the university.

The student of the field will agree that these aims have wide acceptance among writers on the junior college curriculum.

In another statement, Harbeson has postulated a series of significant curricular steps for the popularized junior college, including, among others, the admission of a number of twelfth grade students to junior college work, the preparation of a core of general education, emancipation from the domination

and direction of higher education, and a refusal to abandon the university-preparatory function of the junior college.³

No consideration of the junior college curriculum may conclude without reference to the problem of overlapping or duplication of content between the high school and junior college years. For present purposes such comment is importantly more significant as one notes the traditional nature of the curriculums reported for these junior colleges under study. The classic statement on this point is that by Koos, and his conclusions have pertinency not only to the nature of the junior college curriculum as such but also to the extent of integrating procedures which should receive adherence. It will be recalled that he showed that the compulsion arising from the staggering waste of time through duplication is toward inclusion of the junior college years in a coherent plan of secondary education which will bring the courses on the two levels and those presenting them into frequent and intimate contact.⁴

The nature of the junior college curriculum as now defined to this point calls for the offering of a pattern of required, vocational, general elective, and special-interest courses which will integrate with and climax the pattern of the entire secondary school period. Of particular interest will be the extent of the common or generally required work. The indications from both present practices and thinking are that the prescription of time in these common courses will increase over practice as

² Nicholas Ricciardi and John W. Harbeson, "Principles of Junior College Curriculum Study," in *A Study of Student Personnel Work and of Curriculum in California Public Junior Colleges*, Monograph No. 4 (California Society of Secondary Education, Berkeley, 1942), p. 43.

³ John W. Harbeson, "Postwar Planning in the Junior College," in *Higher Education in the Postwar Period* (University of Chicago Press, Chicago, 1944), pp. 76-83.

⁴ Leonard V. Koos, *The Junior College Movement* (Ginn and Co., Boston, 1925), pp. 310-12.

exemplified in the group of schools studied. For example, the pattern in Pasadena Junior College, a four-year institution, prescribes more than a half of the student's time in grades 11 and 12 to these common courses with a following decrease to less than a sixth of the time in grades 13 and 14. The recent proposals of the Educational Policies Commission, *Education for All American Youth*, stipulate common learnings blocking out two-thirds of the student's time in grades 7-10, one-half in grades 11-12, and one-third in grades 13-14. These proposals are of import not only to the junior college curriculum as such but also to the integrated curriculum, since the Commission avows its adherence to the educational advantages of the 6-4-4 plan.⁵

Fitting this type of junior college curriculum designed for the popularized junior college to the particular requirements of integration leads to the characteristics of the integrated junior college curriculum as described in the following unamplified statements:

1. The aims of this curriculum are preparation for university, vocational training, development of special interests or talents, and the completion of the period of formal, general education.

2. This curriculum will be administered by the same officers as administer that of the preceding grades, preferably grades 11-12, and these officers will institute proper coordinating procedures.

3. There will be a pattern of courses bearing a definite sequential relationship, both as to nature of the courses and the amount of time prescriptions, with the other secondary grades.

4. Implied as receiving attention in the preceding statements, but worthy of special note, the unnecessary repetition of course material will be eliminated.

5. Provision will be made to allow substantial numbers of students of grade 12 to take some college level courses.

⁵ *Education for All American Youth*, Educational Policies Commission Report (National Education Association, Washington, D. C., 1944), pp. 171-338.

Curriculums of the Ten Junior Colleges

Administration. In five junior colleges, the same officer is responsible for the administration of the curriculum in both the junior college and the high school. All four of the high-association group of schools are included in these five. (Note: the high-association group included four of the ten; the moderate-association, four; and the independent, two.) In the other five a separate officer is responsible at each level.

Coordinating procedures. Comprehensive procedures for coordinating the two curriculums were reported from only one system, Fort Dodge, with four other systems reporting a significant coordinating procedure in one department each.

Aims. A survey of the published statements of aims found in the ten junior college catalogs showed that seven of the ten junior colleges gave their single major objective to be that of giving courses preparing students for entrance into the senior college liberal arts or professional courses. The remaining three included the offering of general or terminal education within their statements of aims, although for one of these three it was impossible to find substantiation of such an aim in either the actual offering of courses or student-takings.

Type of curriculum offerings. The courses listed in the ten catalogs were counted by semester-hour credit and assigned as liberal arts or preprofessional, education, commercial vocational, or "all other" courses. The first group, of course, is the typical university preparatory program. In the last group, "all other," would be included any engineering, vocational, or semiprofessional work, home economics, art, music, etc. The education courses

were almost entirely part of the two-year training program for rural and small town school teachers.

The average total offering was 149.7 semester hours. Of this, an average of 3.1 hours lay in the "all other" field, 6.6 in commercial vocational, and 13.9 in education, while 126.1, or better than five-sixths of the total, was classified as liberal arts or preprofessional. Only two schools offered more than eight hours of work in commercial courses, while six offered no work at all in that field. Semiprofessional or terminal engineering work was offered in but one junior college. Work in home economics was non-existent.

The outstanding fact in this tabulation is the overwhelming preponderance of the liberal arts and preprofessional offerings. The major effort at articulation, on the basis of the offerings and statements of aims, would seem to be with the upper two years of the college program rather than with the upper high school years or student needs.

Required work. An analysis was made of the extent and nature of the required work in each grade from grade 7 through grade 14. It was found that there was a generally consistent step-down in amount of required work in grades 7 through 12, with the exception of a slight rise in grade 11 over grade 10. The average amount of time required in grade 12 was 20 per cent. At the junior college level, every school required at least 20 per cent of the student's time, with four requiring more than 45 per cent, so that the average for the group was 34.3 per cent of the student's time required in grade 13 and 23.7 per cent in grade 14.

Attention can be called to the nature of the required work. English is required in grade 13 in all the junior colleges, but in only three of the local high schools was it required in grade

12. Nine of the ten junior colleges required a course in speech, but there was not a single such requirement in any of the high schools. Five of the junior colleges specified a foreign language, a requirement found in none of the high schools. Not one junior college requirement was found in social science, mathematics, or science, although the local high schools maintained extensive social science requirements along with a stipulation of at least one year's work in science.

A further inarticulation with the high school curriculums is thus shown for these junior colleges, in that neither the actual percentage of time in required courses nor the nature of the specific courses required correlate with the required work of the high school grades.

Actual student courses taken. Study of the actual program of courses followed by students is significant in its ability to show the heart of curriculum operation. The basic evidence here was derived from transcripts made of the record of every junior college graduate in June 1942.

It was found that the proportion of the average actual student program not in university-preparatory courses or liberal arts courses approximated but a twelfth of his total program. In contrast, a fourth of the total student load in the local high schools was found to be in the commercial and industrial arts courses alone, leaving out of consideration art, music, home economics, etc. It was also demonstrated that more than three-eighths of the junior college students sustained a significant reduction in the proportion of their programs spent with other than basic liberal arts courses as contrasted with their high school programs.

Average high school grade. The average grade earned by students in these junior colleges while they were

in high school was 2.7, or approximately at the accepted limit of the highest third of all high school graduates. This evidence further indicates the restricted popularization.

Duplication. Without resorting to more exact methods of measuring duplication, and excluding English courses from consideration, a count of the semester hour takings by course titles indicated that about a fourth of the junior college program was taken by the student in the same courses that he had previously taken while in high school.

Comparison by Groups

Throughout the major study from which the material for this article is drawn the treatment of evidence on the basis of the three-group classification referred to above—high-association, moderate-association, and independent groups—produced generally consistent and significant trends from group to group. Usually such measures of excellence as were applied showed clear advantages for the junior colleges maintaining a high degree of association with the local high school. This was especially true in the areas of housing, faculty, administration, guidance and extracurriculum. In the present area of curriculum, the evidence is not so definite, presumably because the curriculum offerings are so generally restricted.

The high-association colleges offered a notably greater number of semester hours, showed the smallest percentage of duplication, and had significantly fewer students whose programs were materially changed in contrast with their high-school programs. The data on the average grade earned in high school by the junior college students showed that these schools had a

markedly more universal appeal to high school graduates than the moderate-association schools, although the difference was slight in contrast with the independent junior colleges. In the other fields of evidence secured there was no decidedly clear advantage to any group. The moderate-association junior colleges possessed a top ranking on none of these measures of articulation or integration and ranked significantly below the other two groups in percentage of duplication of courses found and in their appeal as measured by the average high school grade of their students.

Various devices were employed in an effort to find the single measure or group of measures which would provide a key to the extent of articulation in the curriculum practices of these ten junior colleges with that of the rest of the secondary field. The only measure which seemed to show any consistent reliability was the one which might have been expected, namely, the size of the total curriculum offering. In other words, as the total number of semester hours offered increased the other measures of curriculum integration tended to increase also.

Steps Necessary for Integration

First of all, the junior colleges in this group must restate their basic aims so that the university-preparatory function which now completely dominates their curriculums will be reduced to coordinate position with other objectives of general education, vocational training, special interest development, or other commonly accepted objectives of the junior college level. This step would indicate a desire to meet the comprehensive needs of a comprehensive student body as contrasted with the restricted needs of a

restricted student body. Only two of the ten junior colleges now state their aims in that manner or have taken any significant steps toward it in actual offering.

The next step would be the construction of a curriculum which would genuinely endeavor to implement such a statement of aims. Commercial and industrial arts or semi-engineering courses must be included in the offering. Seven of the ten junior colleges need to increase substantially their commercial offerings to afford even a modicum and only one of the ten offers anything in the field of industrial arts. None of the ten offers work in home economics. In connection with these added offerings and any others which might be considered, the present literature on the junior college contains ample suggestions regarding methods of determining need, content, and organization.

Two other steps, at least, must parallel this determination of the nature of the course offering. These are the construction of the general education program and the development of a curriculum pattern beginning preferably with grade 7 but certainly with grade 11. It is not within the scope of this article to discuss the specifics of these except as they affect integration. Definite provision must be made for these if integration is to be achieved, and the amount of time allowed in each grade for each of the major objectives of the curriculum should bear a logical relationship in grades 11 through 14. This is necessary if the curriculum in grades 13 and 14 is to serve as the conclusion to the period of general, secondary education and thereby meet the needs of its student body. One will recall the previously presented picture showing the lack of relationship to the

prescriptions in the grades below and the failure of any of them to provide for general education needs.

Another essential step is the placing of responsibility for curriculum administration throughout the upper four secondary years, including the present junior college level, under one administrator. This would facilitate the consummation of the steps listed above to a greater degree than other forms of administrative organization.

The elimination of the rigid barrier between grades 12 and 13 would be further exemplified by a significant number of students of grade 12 taking courses now found at the junior college level. Experimental evidence offers ample justification for this step. This would help enrich the individual student's program as well as further restrict the extent of overlapping.

Two other procedures, not generically part of curriculum construction or administration, but which can be demonstrated to be of striking desirability in achieving curriculum integration, are the maintenance of one unified guidance program throughout these upper four grades and the practice of dual-level teaching.

It is not necessary to institute a 6-4-4 reorganization before these steps are taken. As a matter of fact, enough of these can be taken with the single-administration junior college and high schools so that the introduction of the 6-4-4 plan would find curriculum integration an accomplished fact. A sizable portion of the distance to curriculum integration could also be accomplished by the dual-administration schools.

In advance of complete integration it would be possible to frame statements of aims applicable to present needs of these junior colleges, to study and expand the terminal offerings, to begin

developing a pattern of courses showing consistency both in amount and nature of the required work as between the high school and the junior college, to give attention to the question of general education within the junior college level, to expand the unification of the guidance program at the two levels, and to develop certain coordinating procedures which will align curriculum objectives and dissipate much repetition. The chances of success in the last two items mentioned are much less under a dual-administration pattern.

Feasibility for Reorganization

The feasibility of 6-4-4 reorganization is affected both by the present degree of integration between the two levels and by the desirability of such reorganization as measured by the evidence secured. From a general standpoint, this article has presented (1) the broad outlines of an integrated curriculum, (2) certain measures for describing particular curriculums with regard to integration, and (3) steps which can be taken to achieve integration.

Within the group of ten systems studied, it was found that two, Burlington and Fort Dodge, were ready for

complete curriculum integration. Five others possessed a moderate degree of feasibility. For the remaining three it was shown that reorganization was not now feasible without much more attention being given to development of their curriculums along the twin lines of popularization and integration and the making of such organizational changes as would facilitate that development.

This is a far different picture from that found in the other areas of organization studied. For example, so far as housing was concerned it was shown clearly that complete integration was both practicable and highly desirable in all ten systems. In no other area were less than seven systems described as feasible for reorganization. The distance to be covered in achieving integration in the curriculum is apparently greater than that in other aspects of junior college organization.

With the need for such procedures just as great as in other areas, the conclusion seems to be that these ten Iowa junior colleges must give sharply increased attention to articulation and integration within the curriculum and its operation.

Introductory Economics in the Junior College

RICHARD V. CLEMENCE

THE INTRODUCTORY economics course in a junior college must satisfy two primary requirements. It must serve as an adequate preparation for further study in the field, and at the same time it must meet the needs of those students who will take no other course in the subject. It is generally recognized that no more than half the students in the typical introductory course will ever study economics systematically again. This is true, however, not only in junior colleges, but in senior colleges and universities as well. The problem of organizing a satisfactory economics course in a junior college may differ superficially from the problem in a senior college or university, but the needs of the students are almost exactly the same, and the objectives of the courses must be similar.

There is little lack of agreement regarding the primary objective of a course in introductory economics. Since economics is essentially a technique of thinking, it follows that an economics course should teach students how to think about economic problems. It is not to be expected that anyone will be an economist after only one year

of study, but he should be able to make intelligent judgments concerning economic problems, whether they are problems encountered in his daily life, or problems posed in a subsequent economics course. This seems like a modest enough objective, and it might be assumed that much more could be accomplished by both the junior colleges and the universities. Students might also be taught, for example, how to make money or how to spend it. They might be taught not only *how* to think about economic problems, but also given some guidance as to *what* to think about those of current importance. The universities have, in fact, tried to go beyond the minimum objective. How well have they succeeded?

No one who has had much to do with the products of university courses will have to be told the answer. None but the very exceptional student can form an intelligent opinion on any economic issue for himself, much less express such an opinion or defend it. As for the average student, for whom the courses are presumably designed, he is usually aware that his study of economics has been a waste of time, and he has long since lost whatever interest in the subject he may once have had.

In an attempt to teach more than a technique of thinking, the universities have largely lost sight of the primary objective of a course in introductory economics. Their courses expose students to a great mass of facts and theories with little heed to the relevance or life expectancy of either. Most economics textbooks are encyclopedic volumes written by authors apparently more eager to display knowledge than

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to impart it, and they grow bigger and heavier each year. For the student the main problem becomes not how to learn something of permanent value, but how to pass the course. He is forced to select, from the wealth of material available, that most likely to turn up on the next examination, and to commit it to memory. He need not worry about trying to think out answers to new problems for himself. The problems have been stated and the answers provided by abler minds than his, and if he can remember which answer fits which problem, he is safe.

That most university courses in introductory economics are highly unsatisfactory is known only too well to the universities themselves. If this is so, why is something not done about it? If university courses are so inadequate, how can the junior colleges hope to be more successful?

The answer to both questions is the same. Universities labor under certain handicaps that junior colleges do not. University courses in introductory economics will be improved, but in developing a better course the advantages are all on the side of the junior colleges.

In the first place, universities properly emphasize research, whereas all the emphasis in junior colleges is upon teaching. The successful teacher in a junior college must keep abreast of progress in his field, but he is not expected to make continual contributions to that progress. Economics is a comparatively young science, and progress is rapidly being made. The economist in a junior college can determine the extent to which changes in his course are required by new developments, and he can make such changes without delay. Junior colleges do not generally have the large economics staffs and con-

sequent inertia that often impede university departments.

Not only do junior colleges emphasize instruction, they emphasize it on the introductory level. It is commonly said that introductory economics is the most difficult subject in the economics curriculum to teach effectively, requiring as it does a well-rounded knowledge of all branches of the subject, and the ability to impart this knowledge to beginning students. The university economist must be a specialist, but success in a junior college requires the development of just those abilities most needed in the introductory course. Although advanced courses are sometimes offered in junior colleges, they do not tend to be emphasized at the expense of more general ones.

With such advantages over the universities, how well are the junior colleges doing? To the extent that we are content to copy university courses, and to wait for them to lead the way, we are doing very badly indeed. In developing a satisfactory course in introductory economics the junior colleges and the universities are dealing with a common problem, and the junior colleges should be making the major contribution to its solution.

In order that our contributions may be most effective, it should be clearly recognized that there can be no single "best" solution. Courses in introductory economics ought to differ in accordance with the differing backgrounds and needs of the students, the different curricula of which the courses form a part, the teaching aids available, and the personalities of different teachers. It is on broad objectives that we should seek uniformity, and it is in the light of such objectives that our criteria should be developed.

It is difficult to free ourselves of prior

commitments and traditional procedures, but it is necessary if any considerable progress is to be made. As a step in this direction let us ask ourselves the following questions:

1. Are our students being taught how to think for themselves? Will they be able, say ten years hence, to form intelligent views on contemporary economic issues on the basis of what they are now being taught?

2. Are we teaching our students facts that will have relevance during the foreseeable future? Are we asking them to learn more facts than they can possibly remember? If so, why?

3. Are our students learning the distinction between economic analysis and economic policy? Are they aware that analysis is neutral, and that in a democracy there is room for disagreement regarding ends?

4. Do our students understand the nature of capitalism as a system of interrelated and interdependent variables? Do they know why it is a dynamic system? Can they analyze problems of economic change to which they have not been told the answers?

5. Do our students know enough about social evolution to understand the significance of changes yet to come? Do they think that the Industrial Revolution was a unique event, and that nothing comparable has happened since?

6. Is the textbook wholly satisfactory? Are the students expected to learn and remember everything in it? If not, why are they reading so much? If the textbook is unsatisfactory and merely the best available, why use any?

7. Is every member of the class clearly aware of the precise relevance and significance of the topic under discussion? Does everyone (including the instructor) know why the topic is important, and exactly where it fits into the course as a whole?

8. Is the class interested in economics? If not, why not?

9. How much time is spent discussing current events and issues? Why should any time be devoted to them? Are the students capable of analyzing them, or is the instructor merely expounding his own views?

These questions do not, of course, exhaust the possibilities. They are intended only to indicate that the criteria of a good course in introductory economics are numerous and difficult to fulfill, and to suggest the character of some of these criteria. The point to be emphasized is that bad economics is worse than no economics at all, and that courses in introductory economics are in need of fundamental reforms. With greater flexibility, less inertia, less diffusion of effort, and more interest in effective teaching, the junior colleges have important advantages over the universities in solving a common problem. Let us recognize that we do have these advantages, and let us make the most of them in improving the teaching of introductory economics.

Morale Building by Mail

JOHN DUKE

THE JOURNALISTIC "thirty" was written in December to the successful conclusion of an experiment in correspondence conducted by Director John H. McCoy of Santa Ana Junior College, California.

Many college administrators were faced during the war years with the constant stream of mail that began to flow into their offices from students in the military camps and the war zones. The October issue of the *Journal* quoted a few of these typical letters and commented at that time on the thousands that were being received by instructors and administrators from all parts of the world.

Director McCoy, after a year of watching this mail pile up, and after a year of constant dictation in answering the many letters, finally, in October 1943, threw in the sponge. By that time he was receiving an average of 60 letters each month. To solve his problem, he decided to mimeograph one general letter to all of the former students, use quotations from their own letters, insert addresses of those writing to him, and act in general as the servicemen's central clearing post for news of the campus. Thus, the *Don Letter-of-the-Month* was born.

From the very small beginning in Oc-

tober 1943, when about 80 letters were sent out, the publication climbed to a circulation of 1500, mostly men and women in the service. During its entire career, 28,055 letters were mailed, an average of approximately 1000 letters a month. All letters were mailed first class so that the servicemen would be sure to receive them.

Very few of the letters that were mailed came back to the college, although some did return with the sad inscription, "Missing in Action," or "Killed in Action." The junior college sent 1900 students into the services, and 84 names are included on the gold star honor roll. Some of the letters had difficulty in reaching the fast-moving American armies. One particular letter had nine forwarding addresses upon it when finally returned and had actually circled the globe!

Newspaper publicity was released from time to time to acquaint the people of the college community with the *Letter* and to explain how they could help in its support. An appeal was also made for names through the local papers, which aided in building up the mailing list. At one time approximately 100 names a month were being added to the list.

The college print shop prepared a letterhead each month and also printed small cartoons which came in from former students. One student in a German prison camp, who had formerly been a cartoonist on the college paper, consistently sent in drawings. The rest of the work was performed by the secretarial staff of the college. Mr. McCoy estimated at one time that 50

JOHN DUKE has a varied background of journalistic experience to bring to his present position as director of the news service and instructor of journalism at Santa Ana Junior College, California. Mr. Duke took his B.A. degree at the University of Texas and then spent several years as a reporter, editor of a small daily, and editor of an oil equipment monthly. He later received an M.A. degree from the University of Southern California, and has been at Santa Ana since 1942.

hours a month were spent in preparing the letter. This time was partly reduced when an addressing machine was purchased to speed up the job of addressing envelopes.

Publication costs, which finally ran as high as \$100 a month, were met through volunteer contributions from friends and relatives of the servicemen. Donations were so plentiful that when the last issue was published a small surplus remained in the treasury, and this will be used to help finance a reunion on the campus this spring.

Many servicemen and women wrote in to express their thanks for the *Letter*. In their messages they commented on students that they met in various war zones, mailed in names of many of these "ex's," and contributed enough running comment to keep the *Letters* full of news.

Typical of the comments from former students and illustrative of the wide range of circulation is the following series of quotations:

Last evening I received No. 4 copy of the *Don Letter-of-the-Month* and I'd like to say that in my opinion it's one of the greatest things that has come out of the war.—Lt. Jack Mair, Italy.

It is hard for you in the States to know how the men in the service away from home look forward to news of their friends. I enjoy the *Don Letter* very much.—Gerald Page, American Red Cross, Alaska.

The psychological effect of the *Letter* is most stimulating and the feeling of nearness to home is fostered very cleverly.—PFC. Roy Potter, England.

You don't know how much I appreciate receiving the *Letter*. Although I am somewhere in India, please continue to send it, as the news is quite a morale builder.—Sgt. Fred Bell, India.

The evening I spent in reading my first *Letter-of-the-Month* was one of the most interesting evenings I have spent in a long time.—Cpl. Otto Grigg, North Africa.

The *Don Letter* is just about the best thing you can do for us who are overseas.—S/Sgt. Merle Grisct, New Guinea.

The *Letter* was used as a focusing point for gaining the ear of the alumni of the junior college in projects that came up during the war years. It informed the former students of the difficulties the school was having through loss of personnel, the great loss in students to the armed services, and the necessary curtailment of many former school projects.

When a campaign for a new two-million-dollar Santa Ana Junior College campus was started in the fall of 1945, the *Don Letter* immediately notified the alumni of their opportunity to vote by absentee ballot. The *Letter* served to keep the students in constant touch with the progress of the campaign. Servicemen's interest in a new campus was constantly shown by comments in their letters. Their desire to dedicate one building as a memorial to those friends who died in battle aided the bond campaign at home when their ideas were published in local papers.

The project that started as a personal hobby ended almost as a one-man alumni publication. After two years and three months, the *Letter* was finally brought to a close because former students were moving so rapidly in the process of being discharged that it was impossible to keep up with them. It was with regret that the entire project was finally abandoned, for it had served to cement the former student body in a way that had never before been achieved.

The *Letter* was a definite experience in public relations. It attracted the interest of members of the community who had never attended the college, but who were interested in projects of building up the morale of the soldiers. In this respect it won friends for a public junior college and aided immeasurably in forwarding its program.

The Associate's Degree—What Progress?

WINIFRED R. LONG

IS THE ASSOCIATE'S DEGREE becoming more popular in junior colleges? What has been happening to the use of this peculiarly junior college degree in the three and a half years since the American Association of Junior Colleges made an exhaustive study of the subject, in 1942, and published the results in its volume, *Associate's Degree and Graduation Practices in Junior Colleges*?¹ How far are the recommendations which the Association made as a result of that study being followed?

While no complete follow-up has been made, enough indications of the direction usage has been taking since 1942 have now accumulated in the Association offices to justify an interim report.

Recommendation No. 1 of the 1942 study read: *It is recommended that junior colleges confer the Associate's degree or title upon their graduates.* Apparently junior colleges are following this recommendation in steadily increasing numbers. The 1942 study reported 244 junior colleges which were already awarding the degree or title. Since then, word has been received of an additional 36 junior colleges which have adopted it. Indications are that if all the country's 600 junior colleges were circularized on the subject at least twice this number would be found to have adopted the degree since 1942. The 36 additional institutions actually known to have adopted it are distributed regionally as follows: New England, 2; Middle States, 3; North

Central, 12; Southern, 15; and Western (California), 4.

Recommendation No. 2 of the 1942 study, *that the Associate be designated as a degree unless state law or regulations prevent*, seems also to have found favor among junior colleges. Of the 244 junior colleges awarding the Associate before the recommendation was made, 141 (58 per cent) designated it as a degree, while the remaining 103 (42 per cent) called it a title, rank, diploma, certificate, or some other name. By contrast, of the 36 junior colleges adopting the Associate since the recommendation, 24 (68 per cent) call it a degree, and of the remaining 12 institutions at least 6 are prevented from doing so by regulations which exist in their areas forbidding the granting of degrees by junior colleges.

Recommendations 3, 4, and 6 of the study read as follows:

No. 3. It is recommended that junior colleges use the single degree of Associate in Arts.

No. 4. It is recommended, if junior colleges are not ready to limit themselves to a single degree, that they use the two degrees, Associate in Arts and Associate in Science.

No. 6. It is recommended, if junior colleges are not ready to limit themselves to two degrees, that they use only three or more of the following: Associate in Arts, Music, Fine Arts, Religion, Science, Forestry, Business Education, Engineering, and Home Economics.

Of the 36 junior colleges adopting the Associate since 1942, 26 (72 per cent) follow Recommendation 3, offering the Associate in (or "of") Arts only; an additional 3 follow Recommendation

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¹ Walter Crosby Eells, *Associate's Degree and Graduation Practices in Junior Colleges* (American Association of Junior Colleges, Washington, D. C., 1942, \$1.75).

4; 2 follow Recommendation 6; and only 5 offer additional degrees covered by none of the recommendations.

Recommendation 7 states, *It is recommended that the phrasing Associate in Arts be used in preference to Associate of Arts*. At the time the recommendation was made, about 90 per cent of the institutions used the "in" form; 10 per cent, the "of" form. Comparatively speaking, the 36 colleges under consideration now have fallen by the wayside on this one recommendation, their catalogs indicating that 29 use the "in" designation (81 per cent), and 7 (19 per cent) the "of" designation. This still represents, however, a heavy majority for the "in" form.

Up to this point, attention has been given in these paragraphs exclusively to the use of the degree in junior colleges. The increasing popularity of the Associate's degree among senior colleges and universities should also be mentioned, however. Chapter IV of *Associate's Degree and Graduation Practices in Junior Colleges* names a number of senior institutions which were awarding the degree at the time of that study. It comes as something of a surprise, nevertheless, to find the American Association of Collegiate Registrars listing among its 674 reporting senior college members no less than 82 which conferred the Associate's degree or certificate in 1944-45.² These 82 institutions (31 universities, 33 liberal arts colleges, 15 teacher training colleges, and 3 professional or technical schools) are reported as awarding a total of 1,972 Associate's degrees or certificates in 1944-45.

² Journal of the American Association of Collegiate Registrars, *Sixteenth Annual Report, Enrollments in and Degrees Conferred by Member Institutions, for the Year 1944-45*, Supplement, November 1945, to *Journal of the American Association of Collegiate Registrars*, pp. 2-19.

Twelve of them, which conferred the degree on 50 or more students in 1944-45, are listed below.

Institution	Number
George Washington University, D. C.	250
Pennsylvania State College	189
Mercy College, Michigan	138
University of Michigan	134
Iowa State College	130
Wayne University, Michigan ...	68
Boston University, Massachusetts	64
Principia College, Illinois	62
Lindenwood College, Missouri ..	57
State Teachers College, Morehead, Minnesota	52
University of Minnesota	50
Creighton University, Nebraska	50

One final set of figures in the Collegiate Registrars' report seems to give emphatic evidence of the increasing popularity of the degree. While Bachelor's and graduate degrees conferred by all the Association's reporting members *decreased* an average of 6.8 per cent in 1944-45 from the 1943-44 figure, Associate's degrees or certificates conferred by the same institutions *increased* an average of 8.2 per cent in the same period.

Dr. C. E. Seashore, dean emeritus of the graduate school of the State University of Iowa, evaluated the Associate's degree in 1940 in the following words:³

One of the recognized aims [of the junior college guidance program] is the giving of recognition to the title, certificate or degree now coming into use; namely, *Associate in Arts*. . . . It is fair to prophesy that in the practical world around us, the diploma, *Associate in Arts*, will be more common than the degree, *Bachelor of Arts*, and will carry a peculiar dignity of its own.

The evidence at hand, although it represents far from a full-dress investigation of the matter, points to the conclusion that the junior colleges, and the senior colleges and universities as well, are moving steadily toward eventual fulfillment of Dean Seashore's prophecy.

³ C. E. Seashore, *The Junior College Movement* (Henry Holt, New York, 1940). p. 77.

Reports and Discussion

TEACHER PREPARATION

Dean William F. Russell, of Teachers College, Columbia University, in his report to the trustees for the academic year ending June 30, 1945, had the following to say about the tremendous growth ahead for the junior college movement in the next few years and the necessity for developing an adequate program of teacher preparation for the increasing number of persons expected to enter this instructional field:¹

It is particularly heartening to note the large and ambitious programs or plans for youth now being projected in many states of the Union. We all know of the terminal institute program of the Regents of the University of the State of New York. Before the war, New York, in its agricultural and technical institutes, enrolled fewer than 4,000 students under about 150 instructors. In the new plan, for two-year terminal educational opportunities within commuting distance for all high school graduates, 21 institutions are proposed, to care for 30,000 students under 2,000 instructors. Connecticut plans for an increase of 100 per cent to 300 per cent in its junior colleges. Texas is talking of expanding 100 vocational high schools into junior colleges and terminal institutes; California is recommending expansion of its 56 public junior colleges. Illinois has been talking of 97 public junior colleges. Michigan and Wisconsin are making plans for comprehensive developments of educational offerings on this level.

Professor Grey, who recently completed a nation-wide tour of junior colleges, having made a study of the problem under a grant from the General Education Board, predicts within ten years 300,000 more students in junior colleges and technical institutes who will need 10,000 to 20,000 instructors in addition to those now teaching in such institutions. We are faced, therefore, with an extraordinary educational development. The people of the United States have sensed the danger of unwanted and unadjusted youth. In all sections of the country, civic and edu-

cational leaders agree that high school education is not enough; that college in the usual sense does not meet the problem; that a new kind of practical education on a higher level is needed.

In 1870 there were 70,000 pupils in the American high schools. Today there are seven million. This tremendous expansion demanded not only new buildings but new teachers, and the teacher-training institutions were caught unprepared. We have every reason to believe that we are on the verge of a new and great expansion of American education, and certainly this time we must be prepared. Many of the 20,000 new teachers who will be needed will be drawn from high schools and industry; but nevertheless there will be a substantial job to be done in preparing new teachers.

The difficulty is that teachers for the new junior colleges and terminal institutes cannot be drawn from the institutions which are now preparing college teachers. To date this has been largely the task of the graduate schools; but the colleges often have been dissatisfied with the results. Graduate schools properly point their program to research and advanced scholarship, and too frequently ability to teach and guide young people is disregarded. Colleges complain that the holder of the Ph.D. degree does not meet the requirements for college teaching and often is neither qualified nor interested. Whatever justice there may be in this complaint, it is obviously of equal or greater importance in the case of the junior college or terminal institute. The need for a new type of teacher preparation is definitely indicated.

The new program of training should be more exacting and extensive than that for the usual M.A. degree. Obviously it should be of a type different from that usually demanded for the Ph.D. degree. What these junior colleges and terminal institutes will need on their staffs is not researchers or advanced scholars but competent teachers and men and women interested in young adults, their problems and their guidance.

Here is a major opportunity for Teachers College. We have the proper set-up in the degree of Doctor of Education. In certain fields, notably psychology, education, speech, home economics, nutrition, art, music, industrial arts, nursing, and physical and health education, we have main responsibility within the University for the subject matter concerned. In other fields we have excellent working arrangements with the departments of the Graduate Faculties of the University.

¹ Reprinted from *Teacher's College Record* 47: 83-85 (November 1945).

We can move ahead to enter directly the field of training teachers for technical and terminal institutes and junior colleges. A committee under the chairmanship of Professor Evenden has made a report, and our instructional divisions now have the duty of facing the problem and of making the necessary program changes.

NEBRASKA CONVENTION

The Nebraska Junior College Association held its annual convention at Lincoln on December 1. Representatives from five of the six junior colleges in the state heard an address by Dr. George Rosenlof, registrar of the University of Nebraska, and participated in a discussion on "New and Renewed Junior College Problems."

At this meeting the following new officers were elected: *President*, Leonard Larson, McCook Junior College; *vice-president*, F. O. McIntyre, Norfolk Junior College; *secretary-treasurer*, Anna L. Bearg, McCook Junior College.

CALIFORNIA FEDERATION

Members of the California Junior College Federation held their annual conference December 7-8 at Bakersfield. Among the subjects considered were problems of veterans education, coordination of terminal curricula, ECPD accreditation of technical institute curricula, elements of an adequate junior college program, equalization of financial support of education in California, and junior college legislation needed in California.

The Association went on record in favor of the reorganization plans developed at Chicago, July 24-27, for the American Association of Junior Colleges. It also adopted a resolution concerning compulsory military training, stressing the following points:

- a. That training for national service be

designated as a function of our secondary schools and higher institutions of learning.

- b. That all such schools be required to see that every student, male and female, takes at least one designated national service course for a year which will be useful in time of war; and that emphasis be placed on scientific and technological training.

- c. That the Federal government designate types of training needed and minimum standards to be achieved.

- d. That ROTC, or similar military training, be required of every able-bodied male student who is not excused by proper authority during at least one year in high school or higher institutions.

- e. That military training for able-bodied males between the ages of 17 and 23 are not members of a branch of the military service in camps be restricted to a period not to exceed four months, which may be divided into two periods.

- f. That every able-bodied male not excused by proper authority be required to attend thereafter one camp every four years of at least 6 weeks duration until 32 years of age.

MISSISSIPPI ASSOCIATION

The Mississippi Association of Junior Colleges held its annual meeting in Ellisville on January 3, with J. B. Young, president, in charge. Among the subjects discussed at that time were the following:

1. Housing and surplus property.
2. American Association of Junior Colleges convention, with particular attention directed to the proposed constitution.
3. Report of the legislative committee.
4. Association rules and regulations.

AIR-AGE EDUCATION

The Adult Center program of San Mateo Junior College, California, includes a course called "An Introduction to Air Transportation." It offers an over-all picture of aviation to those interested in the field of transportation, an analysis of airline occupational possibilities, and a practical background in air-age education. Guest lecturers include airline executives and other aviation specialists.

Junior College World

President Dorothy M. Bell, Bradford Junior College, *Editor*

NEW LONDON REOPENS

With the election of Dr. Tyrus Hillway as president, New London Junior College, Connecticut, announces its reopening after two years of wartime inactivity. The college will offer two years of study in the arts and sciences, in business administration, and in engineering and technology, as well as other special courses. Dr. Hillway comes to the college from the Bridgeport Community Program for Reemployment and Veterans' Affairs, in which he was director of educational counseling and planning. Between 1940 and 1944, he was dean of Hillyer Junior College, Connecticut.

VETERANS' INSTITUTE

A Veterans' Institute has been formed at Bay City Junior College, Michigan. The Institute will provide returning GI's with vocational education through class and correspondence courses and on-the-job work. This is part of a state-wide project.

Lt. Col. Gordon M. French, a former junior college instructor who has been in the service during the war, will be director of the Institute. The curriculum will include training in such fields as air conditioning and refrigeration, photography, and telegraphy.

On-the-job training is being handled by the Institute in such a way that the veteran will follow a detailed course of study and training both in the college and at his place of business. Business firms will take veterans in on an apprentice basis. The whole arrangement must meet the approval of the State Department of Public Instruction.

One other phase of the Institute's

program is designed for GI's who have not finished their high school courses. They may take refresher courses and work toward a high school diploma, thus opening the way for further education.

A GIFT FOR LUTHER COLLEGE

Luther College, Nebraska, has received a gift of \$10,000 from the Hult Lumber Co., Horton, Oregon, in memory of N. P. Hult, a former charter member of the Board of Directors of the college. This gift represents the largest single donation yet received by Luther College.

CENTENARY IN *Companion*

The Personality Improvement Clinic at Centenary Junior College, New Jersey, is the subject of an article in the *Woman's Home Companion*, January issue. The illustrated article, written by Hazel Rawson Cades, describes how students in the advanced clothing classes of Miss Elizabeth Gregory, assistant dean and clothing specialist at Centenary, learn not only how to make their own clothes but also how to coordinate body posture, make-up, and hairdos. "This sort of practical application puts punch into pedagogy," the author states. "It's going to be a big help to girls who want to go on from college into jobs which have to do with this subject."

LIBRARIES

In order to encourage students to make use of the college library, Colby Junior College, New Hampshire, publishes a pamphlet called "The Book Pedlar," in which recent books are re-

viewed briefly. Special library events, such as the annual book fair, are also described in the pamphlet.

Centenary Junior College, New Jersey, is planning to remodel and enlarge its library next summer to take care of the 76 per cent circulation increase this year. The college considers that this increase is due partly to the larger number of students, and partly to their enrollment in courses calling for more extensive use of the library.

A recommendation has been made at Santa Ana Junior College, California, that the library on the new campus be dedicated as a memorial to the 84 former students who lost their lives in World War II. The college plans to hold an annual memorial service in the college library each Pearl Harbor Day.

STUDENT WORK PUBLISHED

The National Poetry Association of Los Angeles, California, has announced the acceptance for inclusion in the *Annual Anthology of College Poetry* of two poems written by Canal Zone Junior College students. According to the secretary of the association, selections for this collection of college verse were made from thousands of poems submitted by college men and women throughout the United States. The successful Canal Zone Junior College students are Cecily Sherk, who wrote "View from the Administration Building" and Marian N. Weller, who wrote "Possessions and Obsessions."

IN THE NEW CATALOG

The large growth in junior college enrollments at the beginning of the second semester has stimulated the addition of many interesting new courses this spring. With over 5000 students, including 1000 veterans, registering for the second term, Los Angeles City

College, California, has introduced a number of new courses, including airline transportation geography, elements of dental assisting, introduction to engineering, and German civilization. The college has reinstituted, also, many courses dropped during the war period, including plastic design, business statistics, legal secretarial, choral speaking, and "writer's round table."

A two-year course in retail selling has been set up at Flint Junior College, Michigan, the objective being to make retailing more attractive as a profession. The cost of the course is underwritten by the retail division of the local Chamber of Commerce. Students enrolling will supplement their classroom work with experience in stores. A coordinator will develop the curriculum and work with the retailers in placing students and checking on the success of the program.

Fairleigh Dickinson Junior College, New Jersey, has instituted a new curriculum in photography for the second semester. The director of the program is Elbert M. Ludlam, formerly dean of the New York Institute of Photography, co-author of the *Leica Manual*, and editor of the *Graphic Arts Manual*.

Jackson Junior College, Michigan, has a new radio course which includes instruction in voice development, script writing, speaking, and producing. The product of the class's creative work goes on the air twice a month over the local radio station. Members of the class take care of the details of production, including sound effects.

Colorado Woman's College introduced 17 new courses at the beginning of the second semester. The speech department has added courses in radio, acting, discussion technique, and advanced literary interpretation. Principles of education and student teaching

are new education courses. Other additions are psychology of adjustment, educational psychology, zoology, bacteriology, international relations, home management, child care and training, foods and marketing, advanced clothing, crafts, and piano class methods.

To meet the needs of chemists working in technical plants in the area, Union Junior College, New Jersey, has instituted a course in applied industrial chemistry. The course will deal with methods, processes, and equipment, and is designed to keep the men informed on the latest advances in science.

NEW JUNIOR COLLEGE IN IOWA?

Citizens of the Ottumwa, Iowa, public school district will vote at the annual election this month on the question of whether or not a junior college should be added to the educational facilities offered there.

JOURNALISM CONFERENCE

Publication staffs and journalism students of Keystone College, Pennsylvania, were hosts at a journalism conference in January which was attended by 200 representatives of 50 high schools of the area. The representatives participated in group discussions of editorial staff writing, advertising and promotion, school paper problems, jobs in journalism, news photography, sports writing, preparation necessary in high school and college for the profession, yearbook work, printing industry, and advisers' problems. Prizes were awarded for the best high school newspapers and yearbooks.

MATERIALS ENGINEERING COURSES

To fill the needs of industries in its area, New Haven YMCA Junior College, Connecticut, has added two curricula in Materials Engineering to its

program this year, one in Metals, the other in Non-Metals. Significant strides in the processing and utilization of metals and non-metals have required more individuals with a knowledge of the potential characteristics and processing variables of these materials, the college states. A survey of many industries, made by the college, revealed a desire for men with this knowledge plus a thorough grounding in engineering fundamentals and a useful command of English, both written and oral.

HONORED

Lt. Col. Paul G. Horgan, Chief of the Information Branch of the Information and Education Division, Office of the Chief of Staff, U. S. Army, has been awarded the Legion of Merit for outstanding service to the Division. Colonel Horgan came to the Division in August 1942 from New Mexico Military Institute, where he was the junior college's chief librarian.

COMMUNITY SCHOLARSHIPS

Armstrong Junior College, Georgia, is planning to inaugurate a course in engineering drawing next fall, for which the Savannah Gas Company is offering two scholarships. The company is also offering an engineering scholarship at the Georgia School of Technology to Armstrong graduates.

A scholarship for one semester at Brainerd Junior College, Minnesota, is being offered by a local women's club.

CANNED FOOD FOR EUROPE

The Canning Center at San Mateo Junior College, California, closed its 1945 season by preparing 432 cans of tomatoes to be sent overseas for European relief. Thirty-three men and women donated an evening of work to the project.

Judging the New Books

CHARLES and DOROTHY BIRD, *Learning More by Effective Study*. D. Appleton-Century Co., New York, 1945. 268 pages. \$1.75.

In their preface the authors state that in this book they "have tried to present the most useful means by which a serious adult can learn more through effective study" and that it is a book written "for college students, for high school seniors, and for adults who are continuing their education." One might add that it will be immensely helpful to student counselors. The book provides for a thorough self-diagnosis concerning individual problems of adjustment in college, with suggestions for planning one's activities wisely. A discussion of reading habits is most ably done; for the mechanics of reading, causes of poor reading, and improvement of reading are presented so clearly and concisely that the reader will have no difficulty in analyzing his own shortcomings in these fields.

The chapter on the self-recitation method of study should certainly inspire the student to change poor study habits. Not only is the method of study discussed, but its psychological principles also are emphasized. Other chapters deal with such subjects as how to study assignments, how to make useful notes, how to prepare for examinations, how to write themes and papers. The last chapter supplies an answer to the question, "Will I be successful in college?", by discussing the personal traits and academic background necessary for success in the college of liberal arts and in professional schools.

One is inclined to feel this book a

"must" for all college freshmen at least. It is concise, practical, sound, and very readable, for the style is delightfully informal.—LUCIEL OSVOLD, *Librarian and Director of Guidance, St. Helen's Hall Junior College, Oregon.*

HOWARD S. NOBLE, *Accounting Principles* (Fourth edition). South-Western Publishing Company, Cincinnati, 1945. 768 pages. \$4.00.

The subject matter of a popular text intended for instruction in first-year accounting on the college level has been brought up to date with this revision. It furnishes a basic course designed to give the student practical information. The approach is through the balance sheet, and includes the study of the principles of accounting as they apply to single proprietorship, partnership, corporation, and departmental, branch, and cost systems. The last three chapters deal with an analysis and interpretation of financial statements, supplementary statements, and consolidated statements. The text is amply supplied with illustrations of all statements.

Laboratory problems are included at the end of each chapter, and supplementary problems for each chapter are given in a special section of the text. There are three practice sets, which have been rewritten to include illustrations of more text materials and to avoid repetitive recording.

The fourth edition has been planned to serve those who intend to pursue accounting as a profession, those who wish a better understanding of accounting as a tool of business, those who seek an understanding of economics

through the study of accounting, and those who expect to enter other professions and need accounting in order to measure their financial progress.—

JEANNETTE BROCK, *Head of Secretarial Science Department, Gulf Park College, Mississippi.*

MABEL E. STRONG, *A Refresher in College Composition.* Longmans, Green, and Co., Inc., New York, 1945. 261 pages. \$2.25.

Originally designed for college freshmen and for ex-servicemen returning to college, *A Refresher in College Composition* would be an invaluable addition to any English composition teaching program. It is both a sound handbook and a thoroughly readable presentation of material which is usually handled in a way that falls but little short of downright dreariness. The beauty of the book lies in its direct, intelligent approach and its informal style.

The author has stressed only those phases of composition which really need stressing; and especially commendable is her attention to spelling, with an emphasis on pronunciation, simple, reasonable rules, and interesting origins and meanings.

The book is doubly useful since it is really a workbook, with exercises included to correspond to the various sections dealing with grammar, punctuation, actual writing, etc. And these exercises are neither stuffy in their prosaism nor rendered foolish in the attempt to make them interesting to the student. As the author explains, virtually all the exercises are based on original student writing, which, in itself, is bound to appeal more to other students than any material that a teacher-author could possibly conceive.

There is a sparkle about this work—

and that is a rare attribute, indeed, for an English composition book. Young people will be quick and grateful to grasp the fact that here is a writer whose work reflects vitality and a very genuine sense of humor, in addition to a fine technical knowledge of the English language.—YVONNA PRATHER, *English Department, St. Helen's Hall Junior College, Oregon.*

NICHOLAS D. CHERONIS, JAMES B. PARSONS, AND CONRAD E. RONNEBERG, *The Study of the Physical World.* Houghton Mifflin Company, Chicago, 1942. 898 pages. \$3.85.

This textbook is developed on the assumption that "Science should be taught to all future citizens for its functional value. But it is neither feasible nor desirable to require the general student to take the more specialized laboratory courses." It is the product of eight years of experience and experimentation in the presentation of a survey course in physical science in the Chicago City Junior College.

The partial contents are: Tools of inquiry; relation of mathematics to science; concept of time; motion and force; universal force; the astronomical yardstick; the sun; the cause of change; electrical nature of matter; fuels: the source of energy; food and nutrition; electricity at work; nature of sound; what is light; five volumes of geological history.

In the light of recent progress, particularly in nuclear physics, radar, and radio this book, like so many science textbooks, now needs revision. The vast scope of the book, and perhaps over-simplification, have resulted in use of some terms inadequately defined, and even explanations that lack clarity or imply inaccuracies.—SYBIL KNOTH, *Head of Science Department, Gulf Park College, Mississippi.*

Bibliography on Junior Colleges*

5523. DEXTER, WALTER F., "State Apportionments for the Support of Public Schools of California for the Fiscal Year Ending June 30, 1946," Sacramento, California, 1945. 115 pages.

Annual report by the superintendent of public instruction on the apportionment of state school funds for elementary schools, high schools, and junior colleges.

5524. ECKELBERRY, R. H., "The Approval of Institutions under the 'G.I. Bill,'" *Journal of Higher Education* (March 1945), 121-26.

Report on results of a survey made to determine methods by which various states selected institutions, including junior colleges, to be approved for the education of veterans under the Servicemen's Readjustment Act of 1944.

5525. EDUCATION DIGEST, "Marked Increase in Enrollment," *Education Digest* (December 1944), 10:62.

Increase in junior colleges in 1944.

5526. EDUCATION FOR VICTORY, "Junior College Enrollments Increase," *Education for Victory* (December 20, 1944), 3:23.

Report on increase in fall of 1944.

5527. EELLS, WALTER CROSBY, "The Community's College," *Adult Education Journal* (January 1945), 4:13-17.

Gives figures on rapid growth of adult education in the junior college, and describes community-serving adult programs in a number of individual junior colleges.

5528. EELLS, WALTER CROSBY, "Upgrading and Out-grading in Business Education," Cincinnati, Ohio, 1944. 40 pages.

A prediction of developments related to

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

the upgrading of business education after the war.

5529. FASNACHT, HAROLD D., "Social Business Education in the Junior College," *Business Education World* (October 1944), 25:57-59.

A discussion of the need for social-economic phases of business education in the junior college.

5530. FLETCHER, KENYON S., "Area Vocational Schools versus Junior Colleges," *Illinois Vocational Progress* (September 1944), 2:26-27, 47.

Statement on the meaning and functioning of vocational-training programs. Urges that high schools and junior colleges be certain that general and vocational objectives are clearly recognized and that the two types of objectives are not mixed.

5531. GODDARD, ROY W., "Basic Issues for Junior Colleges in the Post-war Period," *North Central Association Quarterly* (October 1944), 19:184-89.

Proposes making secondary or general education available to all American youth by extending the junior college movement, revising the curriculum, and reorganizing the administration. Points out advantages of local control.

5532. GRACE, ALONZO G., "Aviation Education in Connecticut," *Bulletin of the National Association of Secondary School Principals* (December 1944), 28:95-129.

Includes section (pp. 127-29) describing work in aviation at Junior College of Connecticut, Hillyer Junior College, and New Haven YMCA Junior College.

5533. GRIFFITH, COLEMAN R., "The Junior College Problem in Illinois," *Illinois Education* (March 1945), 33:203-04.

Summary of a study authorized by the University of Illinois, including recommendations and policy proposed for establishment of a state system of junior colleges.

5534. GRIFFITH, COLEMAN R., "The

Junior College in Illinois," Urbana, Illinois, 1945. 247 pages.

Against the background of development in other states this volume analyzes the need for tax-supported junior colleges in Illinois. The nature and administrative control of the proposed junior colleges is predicted on economic and cultural conditions in the state.

5535. HARTUNG, MAURICE L., "Effects of Revision of Junior College Mathematics," *School Review* (April 1945), 53:197-98.

Discusses developing trends toward integration in junior college mathematics programs, using the Pasadena Junior College program as an example.

5536. HEATON, KATHERINE, "The Orientation Plan at Cottey," *P.E.O. Record* (December 1944), 56:11.

Description of freshman orientation plan at Cottey College, Missouri.

5537. HIGHER EDUCATION, "Enrollments in Junior Colleges," *Higher Education* (January 15, 1945), 1:7.

Gives statistics on enrollment in junior colleges since 1917.

5538. ILLINOIS EDUCATION ASSOCIATION, "The Junior Colleges: A Brief Introduction," Springfield, Illinois, 1943. 20 mimeographed pages.

General background material with special reference to proposed legislation concerning public junior colleges in the state.

5539. INGALLS, ROSCO C., "Technical Institute Curricula in California Public Junior Colleges," *California Journal of Secondary Education* (March 1945), 20:178-79.

Current status of terminal technical curricula in California public junior colleges. Occupational areas being served include aeronautics, machine technology, sheet metal, auto trades, electrical technology, radio, oil technology, drafting, building trades, air conditioning and refrigeration, and engineering.

5540. JOHNSON, B. LAMAR, "Junior College Trends," *School Review* (December 1944), 52:606-10.

States five "trends" and discusses the role of the private junior college.

5541. JOHNSON, E. M. and SKEEN, K. C., "The All-Youth Program at Taft," *Journal of National Educa-*

Positions Open

AN outstanding institution of higher education in a metropolitan mid-west locality has openings for instructors, assistant professors and associate professors for the terms beginning March 6 and September 17 in the following fields: Sanitary Engineering, Electrical Engineering, Mechanical Engineering, Chemistry, Physics, Mathematics and Engineering Drawing. Reply to Box 21, *Junior College Journal*.

Adv.

- tion Association (November 1945), 34:153-54.

Description of program of Taft, California, Union High School and Junior College.

5542. JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, "Junior College Directory 1945," *Journal of the American Association of Collegiate Registrars* (July 1945), 20:551-52.

Review of *Junior College Directory 1945* and summary of contents.

5543. JOURNAL OF BUSINESS EDUCATION, "Junior College Enrollment Up," *Journal of Business Education* (December 1944), 20:31.

Based on 1944 data.

5544. JOURNAL OF EDUCATIONAL RESEARCH, "Terminal Education," *Journal of Educational Research* (November 1944), 38:238-39.

Report on activities of Commission on Junior College Terminal Education for 1944.

JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

The Journal of the A.A.C.R. contains a wide variety of articles on problems of interest to registrars, admissions officers, personnel officers, and other administrative officials. Its purpose is to interpret present practices and trends in all areas of university and college administration, but with particular emphasis on admissions, recording, and other student personnel problems.

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Bulletin of the Association of American Colleges, edited by Guy E. Snavelly. Issued four times a year. \$3.00

War Lessons for the Colleges—The Proceedings of the Thirty-Second Annual Meeting. Annual Reports, Minutes, Membership, Constitution. (*Bulletin*, March, 1946) \$1.50.

The American Colleges and the Social Order by Robert Lincoln Kelly. An interpretative and critical study of the development of American colleges and college education which gives new perspective to the much discussed problems of higher education today. The Macmillan Company, New York. \$2.50.

Teaching with Books—A study of College libraries by Harvie Branscomb. Association of American Colleges, New York and American Library Association, Chicago. \$2.50.

College Music by Randall Thompson. Report of an investigation of non-professional offerings in typical selected institutions under a subvention from the Carnegie Corporation. The Macmillan Company, New York. \$2.50.

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